Connecting Student Affairs to Academic Affairs through Student Leadership Competencies

Sabrena O’Keefe & Stephanie Jamanca, FIU Center for Leadership and Service
PRESENTATION OUTLINE

• OVERVIEW
• WHY COMPETENCIES?
• EXPLANATION OF STUDENT LEADERSHIP COMPETENCIES
• HOW TO USE COMPETENCIES
• ACADEMIC PARTNERS
• RESOURCES
The purpose in undertaking this study was twofold: to create a set of leadership competencies and measurements based on research that scholars and practitioners could use as learning outcomes for curricular and co-curricular leadership programs and to use these competencies to translate learning outcomes from 522 academic programs within 98 academic accrediting organizations to serve as a common language of leadership.
WHY COMPETENCIES?

• Competency: Fundamental knowledge, attitude, or skill in a specific subject area.

• Leadership competency models are used by nearly 75 percent of businesses (Conger & Ready, 2004).

• Competency models are used across sectors-business, nonprofit, healthcare, education, military, law enforcement, library science, and hospitality. Examples include:
  – Arizona Nurse Leadership Model (Weston et al, 2008)
  – U.S. Air Force Wing Chaplains (Costin, 2009)

• Many professional organizations use competency models (Ammons-Stephens et al, 2009).

Borrowed from Corey Seemiller
WHY COMPETENCIES?

• Create intentional leadership development
  • Macro-level
  • Micro-level
• Leadership development becomes measureable
  • Assessment
• Accountability
  • Designing and measuring programs with purpose
• “Students will know what competencies will be expected of them in their future careers and can both intentionally develop the competencies necessary for their fields as well as articulate their development using competency language with perspective employers in the job search process.” –Corey Seemiller
STUDENT LEADERSHIP COMPETENCIES

BY COREY SEEMILLER
STUDENT LEADERSHIP COMPETENCIES RESEARCH

- Framework started from the Council for the Advancement of Standards (CAS) in Higher Education and outcomes from the ACPA/NASPA 2004 document, Learning Reconsidered


- Piloted with 413 academic programs from 49 different academic accrediting organizations affiliated with the Council for Higher Education Accreditation
The researchers used these organizations to first analyze for emergent themes of leadership outcomes not initially included in the Student Leadership Competencies then added them.

Finally, 23 additional accrediting organizations from the Association of Specialized and Professional Accreditors and the U.S. Department of Education were also coded.

Totaled to 522 academic programs within 98 academic accrediting agencies.
To expand on the competencies further, the researchers classified the competencies into four dimensions, knowledge, value, ability, and behavior.

- **Knowledge**
  - Knowledge of or understanding of the value of a competency

- **Value**
  - Value placed on a competency

- **Ability**
  - Internal motivation to engage in a certain behavior or skill level to perform a certain behavior

- **Behavior**
  - Engagement in a certain behavior
Chapter 1

Learning and Reasoning

Research

Leaders can often get inundated with the vast amount of information being produced and shared in a variety of formats, some of which is useful and some that is extraneous to the leaders’ needs. It is important that leaders can produce and distinguish useful, legitimate information that is most applicable to each leadership situation.

Samantha is a member of student government, which is currently working with the institution’s administration on the concern of student fee increases. She has been asked to provide research that backs the student government’s position to keep fees low. To fulfill this task, Samantha gathers the most recently published schedules of student tuition and fees from peer institutions as well as researches scholarly articles documenting the detrimental effects of rising education costs. She uses this information to create a report to provide to the administration on behalf of student government.

Research Competencies

Understands how to research information effectively (Knowledge):
Understanding effective strategies to use when engaging in research, including understanding what constitutes legitimate research, knowing resources available to use when researching, and understanding how to navigate through the vast array of information to effectively find the necessary information.

Values researching information effectively (Value):
Believing that the best information is derived from using effective research strategies: valuing not just gathering any information, but the best information.

<table>
<thead>
<tr>
<th>Research Curricular Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension(s)</strong></td>
</tr>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>Value</td>
</tr>
<tr>
<td>Ability</td>
</tr>
<tr>
<td>Behavior</td>
</tr>
<tr>
<td>Behavior</td>
</tr>
<tr>
<td>Behavior</td>
</tr>
</tbody>
</table>
LEARNING AND REASONING

- Research
- Other Perspectives
- Reflection and Application
- Systems Thinking
- Analysis
- Synthesis
- Evaluation
- Idea Generation
- Problem Solving
- Decision Making
SELF-AWARENESS AND DEVELOPMENT

• Self-Understanding
• Personal Values
• Personal Contributions
• Scope of Competence
• Receiving Feedback
• Self-Development
INTERPERSONAL INTERACTION

- Productive Relationships
- Appropriate Interaction
- Helping Others
- Empathy
- Mentoring
- Motivation
- Others’ Contributions
- Empowerment
- Providing Feedback
- Supervision
- Collaboration
GROUP DYNAMICS

• Organizational Behavior
• Power Dynamics
• Group Development
• Creating Change
CIVIC RESPONSIBILITY

• Diversity
• Others’ Circumstances
• Inclusion
• Social Justice
• Social Responsibility
• Service
COMMUNICATION

• Verbal Communication
• Nonverbal Communication
• Listening
• Writing

• Facilitation
• Conflict Negotiation
• Advocating for a Point of View
STRATEGIC PLANNING

• Mission
• Vision
• Goals
• Plan
• Organization
PERSONAL BEHAVIOR

- Initiative
- Functioning Independently
- Follow-Through
- Responsibility for Personal Behavior
- Ethics
- Responding to Ambiguity
- Responding to Change
- Resiliency
- Positive Attitude
- Confidence
- Excellence
HOW TO USE THE COMPETENCIES
• Loyola University New Orleans
  – conducted competency mapping to identify the desired competencies for each student employment role

• University of Wisconsin Oshkosh ‘s Student Leadership and Involvement
  – completed an extensive gap analysis with all of their various efforts & identified 15 of the student leadership competencies their programs and experiences universally help students achieve

• Fairfield University
  – established the Collaborative Leadership Development Committee
• Vanderbilt’s EVOLVE Leadership Program
  – 8-week cohort-based personal leadership development program
  – focus on one competency per week
• Fairfield University’s New Student Leaders (NSL)
  – Students selected for this leadership role complete a pre and post competency development assessment.
  – They participate in a competency development mentoring experience with a professional staff member.
  – All training associated with this role has been assigned specific competencies that are assessed for gains in one or more of the Knowledge, Value, Ability, and Behavior dimensions.
FIU CENTER FOR LEADERSHIP & SERVICE

• Learned about Student Leadership Competencies
• Researched how other institutions were using the Competencies
• Analyzed four major programs against the 60 competencies
• Decided to use the 8 headings to help focus
FIU CENTER FOR LEADERSHIP & SERVICE

- Used data patterns and staff input to decide specific competencies within each heading to concentrate on.

- Rewrote / reorganized departmental goals to align with the Competencies.

- Verified the accrediting agencies used by FIU were included in the study.

- Began utilizing and spreading the word!
Communication
- Understands how to negotiate conflict effectively.
- Ability to facilitate effectively.
- Engages in active listening, non-verbal communication, and verbal communication effectively.

Civic Responsibility
- Motivated to act in a socially just manner.
- Promotes diversity and understanding of others’ circumstances.
- Engages in inclusive behavior.
- Understands the value of serving the community and being socially responsible.

Group Dynamics
- Values creating change effectively.
- Understands the process of group development.
- Awareness of organizational behavior.
- Ability to respond to power dynamics effectively.

Interpersonal Interaction
- Understands how to collaborate effectively.
- Ability to motivate and empower others.
- Utilizes others’ contributions effectively.
- Develops productive relationships with others through mentorship and/or interacting with others appropriately.

Learning and Reasoning
- Ability to understand the value of making decisions appropriate to each situation.
- Understands how to solve problems effectively.
- Articulates the value of reflecting on experiences to apply learning in the future.

Personal Behavior
- Places a value on taking initiative.
- Motivated to follow-through on responsibilities.
- Takes responsibility for personal behavior and acts in an ethical manner.
- Demonstrates resiliency and the ability to respond to ambiguity and change.
- Establishes healthy behaviors and satisfying lifestyle habits.

Self-Awareness and Development
- Understands the value in acting in alignment with my values.
- Motivated to engage in self-development.
- Willingness to enhance understanding of self.

Strategic Planning
- Ability to articulate goals effectively.
- Understands how to develop a mission and vision effectively.
- Identifies importance of professional development.
ADVANCED LEADERSHIP CHALLENGE

The FIU Advanced Leadership Challenge (ALC) is an opportunity for students to articulate how the involvements they are doing outside of the classroom help better prepare them for the workforce to employers.

Achieve what is possible.

For more information contact: Sabrena O'Keefe | saokeefe@fiu.edu

LEADSERVE.FIU.EDU

Students who successfully complete the program requirements will have the opportunity to receive the Leadership Medallion. The Advanced Leadership Challenge is open to Graduate and Undergraduate students enrolled at FIU.

Student Leadership Competencies
Learning and Reasoning
Self Awareness and Development
Interpersonal Interaction
Group Dynamics
Civic Responsibility
Communication
Strategic Planning
Personal Behavior

Steps to complete the Advanced Leadership Challenge
> Register online at leadserve.fiu.edu
> Attend an orientation (may be done before or after registration)
> Use the ALC log to identify existing or new involvements that enhance your knowledge of the student leadership competencies
> Be involved!
> Log involvement on OrgSync
> Apply for the Leadership Medallion the semester you are graduating.
ACADEMIC PARTNERS
**Hospitality** Advanced Leadership Challenge (ALC)
Undergraduate Participant Log

<table>
<thead>
<tr>
<th>PARTICIPANT INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Primary Email:</td>
<td></td>
</tr>
<tr>
<td>Contact Number:</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td></td>
</tr>
<tr>
<td>Class Standing (Year):</td>
<td></td>
</tr>
<tr>
<td>Major:</td>
<td></td>
</tr>
<tr>
<td>Minor(s):</td>
<td></td>
</tr>
<tr>
<td>ALC Start Date (semester/year):</td>
<td></td>
</tr>
<tr>
<td>Expected Graduation Date (semester/year):</td>
<td></td>
</tr>
</tbody>
</table>

To complete the ALC, at least one program in each competency box must be completed. Within each competency box, there is a Knowledge section and an Action section. Knowledge indicates that a participant has learned about that competency. Action indicates that a participant was required to demonstrate that competency. A participant must complete a program in the Action section for a minimum of three competencies. Though programs cover multiple competencies, a program can only be counted for one competency unless they are listed here:

- Academy of Leaders (3 competencies)
- Executive Protege (2 competencies)
- Formal Position with a year-long commitment (2 competencies)
- SOBE Festival Committee Assistant (2 competencies)

**Note:** Only programs that cannot be repeated or were a significant time commitment are able to be retroactive such as the Academy of Leaders or being Peer Advisor.

### Personal Behavior:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Participant</td>
<td></td>
</tr>
<tr>
<td>Academy of Leaders</td>
<td></td>
</tr>
<tr>
<td>Career Bootcamp</td>
<td></td>
</tr>
<tr>
<td>Gross Fitness Classes</td>
<td></td>
</tr>
<tr>
<td>Lunch, Learn, Lean In</td>
<td></td>
</tr>
<tr>
<td>Panther Camp Attendee</td>
<td></td>
</tr>
<tr>
<td>Rec Expo</td>
<td></td>
</tr>
<tr>
<td>Sea Carnival</td>
<td></td>
</tr>
<tr>
<td>3rd Open House</td>
<td></td>
</tr>
<tr>
<td>Wellness Expo</td>
<td></td>
</tr>
<tr>
<td>Wellness Consultation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Site Leader</td>
<td></td>
</tr>
<tr>
<td>CAPS Workshop</td>
<td></td>
</tr>
<tr>
<td>Get AHEAD</td>
<td></td>
</tr>
<tr>
<td>Greek Council Board Member</td>
<td></td>
</tr>
<tr>
<td>Hospitality Industry Competition</td>
<td></td>
</tr>
<tr>
<td>Hospitality International Experience</td>
<td></td>
</tr>
<tr>
<td>Hospitality Student Leadership Council</td>
<td></td>
</tr>
<tr>
<td>LEAD Team</td>
<td></td>
</tr>
<tr>
<td>Marriott Marquis China Program</td>
<td></td>
</tr>
<tr>
<td>Panther Camp Executive Board</td>
<td></td>
</tr>
<tr>
<td>Peer Advisor</td>
<td></td>
</tr>
<tr>
<td>Peer Advisor Coordinator</td>
<td></td>
</tr>
<tr>
<td>Resident Advisor</td>
<td></td>
</tr>
<tr>
<td>SOBE Festival Committee Assistant</td>
<td></td>
</tr>
<tr>
<td>SOBE Lead</td>
<td></td>
</tr>
<tr>
<td>Student Government Member</td>
<td></td>
</tr>
<tr>
<td>Student Organization Member</td>
<td></td>
</tr>
<tr>
<td>Student Organization Officer Member</td>
<td></td>
</tr>
</tbody>
</table>

**Webpage was created with this information on it**

- Developed a Hospitality Specific Advanced Leadership Challenge (ALC) Undergraduate and Graduate Log
- This added programs Hospitality offers to the log so that students can choose to concentrate on things in their major
- Webpage was created with this information on it
POSSIBLE OPPORTUNITIES

• Advertise ALC to students
• Create a specialized track of the Advanced Leadership Challenge
• Send students to online FIU self-assessment
• Inform students about studentleadershipcompetencies.com
• Integrate into a current program or class
• Use 8 competencies when developing programs
• Use the online database to create programs specific for majors
• Learn how to advise students on developing the competencies
• Use our assessment data for your accrediting agency
• Other ideas encouraged and welcomed…
RESOURCES

• The Student Leadership Competencies Guidebook

• Corey Seemiller’s website: studentleadershipcompetencies.com

• The Jossey-Bass Student Leadership Competencies Database

• Center for Leadership and Service website: leadserve.fiu.edu
QUESTIONS?